**Lesson Plan Format**

**Teacher Candidate:** Lannie Bass

**Grade Level:** 5th  **Date of lesson:** November 14, 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**5SSK3:** Students explain how the present is connected to the past; identifying both similarities and differences between the two, and how some things change overtime and some things stay the same.

**5SSK7:** Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

**5SSK9:** Students summarize the key events of the era they are studying and explain the historical contexts of those events.

As a result of this lesson, students will be able to research, evaluate, and combine information about the Harlem Renaissance from varied resources.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students know that dance, music, art and poetry of today may have been influenced by those of the past.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to research, evaluate, and combine information about the Harlem Renaissance from varied resources. (in groups)
* Demonstrate an understanding, through reflective writing, of the effects of the Harlem Renaissance on African Americans.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Have students express how the Harlem Renaissance may have influenced life for African Americans both during and after that time in their response journals.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

PBS Biography video

Computer

Internet

Map

**Teaching Model/Strategy** Direct Instruction: Structured Overview to help students place new ideas in context.

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Begin by asking students if they had ever heard of the Harlem Renaissance before. Many may not have, so I will provide students with an overview. I will explain to them that after World War I, African Americans moved north to escape oppression in the south. Many of them moved to New York and that is where the Harlem Renaissance was born. African Americans expressed themselves freely through many avenues, and we are going to learn about several of them.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

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|  | 1. Display a map showing students the routes African Americans took during the great migration. 2. Read more information to students about the Harlem Renaissance era to give more insight.  * The Great Migration: * 1920: African-Americans moved north to escape oppression in the South. * Many African Americans settled in Harlem, soon after their way of cultural expression soared into a movement. * Art, music, dance, literature/poetry are several avenues African Americans used to express themselves. * 1940: The stock market crash and the ensuing Great Depression consequently caused the end of that era.  1. Open PBS Biographies: Duke Ellington and tell students that they are going to hear three jazz tunes by Duke Ellington, a famed musician and composer of the Harlem Renaissance. Click on the audio sample next to each of the following songs:  * “East St. Louis Toodle-oo” * “The Mooche” * “Mood Indigo” * Minilesson: Engage in a class discussion on the musical pieces that they heard. * Ask students to describe the mood that each musical selection evokes. * Why might they feel that way? (sad, happy, excited etc.) * What made the artist want to write this piece of music? * Allow students approximately 15 minutes to record their thoughts in their journals. * Inform students that they may use information that they’ve collected in their journals along with research that they will be doing for an upcoming project at the end of the week. |
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|  | 1. Divide the class into 6 groups to gather information on their assigned section.   Group 1&2: Art/artist  Group 3&4: Music/musician  Group 5&6: Poetry/Poet   1. Model for students how to effectively research by showing them several websites they could use with useful information on them. 2. Students are also allowed to go to the school library to check out books. 3. The student will be actively researching for an hour. 4. Walk around the classroom to help and answer any questions and or concerns. 5. After the allotted time has passed, they are to write in their response journals. Students will be given 15 minutes to write down something they have learned (as many as they want), something that they want to learn (as many as they want) and additional questions that they may have for me in their reflective journals. |
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**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.

After students have written in their journals, I will explain to them that we are going to learn a lot about this important period in time. Tell them that they are more than welcome to do additional research on their own about the Harlem Renaissance. I will also reiterate that they will have a group project due at the end of the week; tomorrow the will do additional research along with organizing them.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | 1. Madison is a, gifted student but has trouble staying on task. 2. She often gets distracted and forgets what she is should be doing. She also has trouble transitioning. | I will make sure that Madison is aware of the class schedule that is written on the board. When it is time to transition to the next activity, either her peers or myself can help her stay on track. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?